DOCUMENT RESUME

ED 406 661 CS 012 801

AUTHOR Girsch, Suzanne; McGowen, Lynda
TITLE Advancing Reading Motivation and Personal Responsibility for Learning.
PUB DATE May 96
NOTE 81p.; M.A. Project, Saint Xavier University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Research (143)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Action Research; *Cooperative Learning; Elementary Education; Grade 2; Grade 4; *Instructional Effectiveness; Interpersonal Competence; Program Descriptions; *Reading Attitudes; *Reading Motivation; Reading Research; *Student Responsibility
IDENTIFIERS Illinois (Chicago Suburbs)

ABSTRACT

An action research study described and evaluated a program for motivating students to read and to take more responsibility for their learning. The targeted population consisted of second- and fourth-grade students in rural-suburban communities west of Chicago, Illinois. Students' lack of motivation related to reading and failure to become responsible for their learning has been documented through information collected from surveys, interviews, and observational checklists. Analysis of the probable cause data revealed limited teaching strategies and issues related to classroom climate. Solution strategies suggested by knowledgeable others combined with an analysis of the problem setting resulted in establishing a Reading Appreciation Program and incorporating volitional skills in a cooperative learning environment. Post intervention data indicated an increase in student responsibility toward learning, an improved attitude toward reading in school, and an improvement in the targeted cooperative learning social skills. (Contains 46 references and 6 tables of data. Appendixes present survey instruments, a cooperative social skills graphic organizer, the volitional strategy, thinking activities, questioning strategies, and a guide for successful research.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 406 661

CS

ADVANCING READING MOTIVATION AND PERSONAL RESPONSIBILITY FOR LEARNING

by

*Suzanne Girsch

*Lynda McGowen

Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Girsch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Saint Xavier University & IRI/Skylight

Field Based Master's Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS012501

Action Research Project
Site: Geneva, Illinois
Submitted: May 1996

*Teacher
Kaneland Elementary
Maple Park, Illinois

BEST COPY AVAILABLE

This project was approved by

Facilitator

Facilitator

Dean, School of Education

Abstract

Author: Suzanne Girsch
Lynda McGowen

Site: Geneva

Date: May 2, 1996

Title: Advancing Reading Motivation and Personal Responsibility for Learning

This report describes a program for motivating students to read and to take more responsibility for their learning. The targeted population consisted of second and fourth grade students in rural-suburban communities west of Chicago, Illinois. Lack of motivation related to reading and failure to become responsible for their learning has been documented through information collected from surveys, interviews, and observational checklists.

Analysis of the probable cause data revealed limited teaching strategies and issues related to classroom climate.

Solution strategies suggested by knowledgeable others combined with an analysis of the problem setting resulted in establishing a Reading Appreciation Program and incorporating volitional skills in a cooperative learning environment.

Post intervention data indicated an increase in student responsibility toward learning, an improved attitude toward reading in school, and an improvement in the targeted cooperative learning social skills.

TABLE OF CONTENTS

		Page
Abstract		i
Chapter		
1	Problem Statement and Context	1
	General Statement of Problem	1
	Immediate Problem Context	1
	The Surrounding Community	4
	Regional and National Context of Problem	6
2	Problem Evidence and Probable Cause	9
	Problem Evidence	9
	Probable Causes	11
3	The Solution Strategy	16
	Review of the Literature	16
	Project Outcomes and Solution Components	27
	Action Plan for the Intervention	28
	Methods of Assessment	30
4	Project Results	32
	Historical Description of Intervention	32
	Interventions	32
	Presentation of Analysis of Project Results	35
	Conclusions and Recommendations	40
References Cited		43

Appendices 47
Appendix A - Student Reading Survey 47
Appendix B - Parent Interview 53
Appendix C - Denver Reading Attitude Survey 55
Appendix D - Reading AttitudeSurvey 57
Appendix E - Cooperative Social Skills Graphic Organizer 58
Appendix F - Volition Strategy 59
Appendix G - Thinking Activities 60
Appendix H - Questioning Strategy 66
Appendix I - Guides for Successful Research 67

Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

The students of the targeted second and fourth grade classrooms are not motivated to read and exhibit negative attitudes toward learning. The evidence of the problem includes teacher observation, student surveys, and parent surveys.

Immediate Problem Context

The targeted school is part of a prekindergarten through 12th grade unit district. The elementary school consists of prekindergarten through sixth grade. The total enrollment is 1,251 students. According to the 1994 School Report Card, the school population consists of 96.1 percent White, 0.9 percent Black, 1.8 percent Mexican-American, 0.9 percent Asian/Pacific Islander, and 0.2 percent Native American. Three and eight-tenths percent of the school's students are from families eligible to receive free or reduced-price lunches. No students in the school are eligible for bilingual education. The attendance rate for the school is 95.82 percent, the highest in its county. The student mobility rate is 10 percent. The chronic truancy rate is less than 0.1 of a percent (School Report Card, 1994).

The faculty consists of 76 certified teachers. Twenty-two of these teachers provide support services which include a psychologist, social workers, a nurse, speech teachers, cross-categorical teachers, and reading specialists. The

school has 27 noncertified staff members. The faculty of the school is 100 percent White. Ten percent are males, and 90 percent are females. The average teaching experience in the elementary school is 14 years. Forty percent of the teachers have a Master's Degree or above. The administrative staff consists of one principal and an assistant principal with no department heads.

The elementary school was built in 1976 as a middle school. The school rests on 40 acres in a rural setting, located adjacent to a building that houses a junior/ senior high school and a career center. The site has a three acre playground and a seven station nature trail. The school has a large media center, centrally located for easy classroom access, a gymnasium and gym deck, an art studio, and computer laboratory. There are seven sections for each grade level, first through sixth grades, seven sections of kindergarten, and two sections of prekindergarten. It is the largest elementary school in its state. The pupil-teacher ratio is 21.1:1 (School Report Card, 1994). The building is at 109 percent capacity with four classrooms housed in mobile units. After school activities are limited due to 100 percent busing of the student population.

The parent organization supports the school with funding, assemblies, and organizing volunteer opportunities for citizens. The media center has received funds to purchase new books, and has been able to computerize the library check-out system. Computers have been donated to replace the card catalog.

Student progress is reported to the parents through the means of a traditional report card. Primary grades use "Satisfactory" and "Improvement Needed" with a supporting checklist. Third grade increases the evaluation steps with an "Excellent" category. Fourth through sixth grades use letter

grades A, B, C, D, and F. Parents further request midterm reports for all students.

Classroom teachers work individually and in teams to teach language arts, math, science, health and safety, and social studies. Specialist teachers provide instruction in art, instrumental music and vocal music, physical education, media skills, computer literacy and applications, and challenging the gifted. Learning disability services are provided. The school educates 12 inclusion students.

The current reading series, Macmillan Reading Program: Connections, was adopted in 1990. Trade books are used to supplement the literature. Reading strategies and genres have recently been assigned to each grade level. Gifted students are grouped together for reading and the remaining students are heterogeneously grouped. Reading improvement services are provided by three specialists. Partners in Reading, a prototype of Reading Recovery, is directed by one of these specialists and staffed by volunteers from the community. Thirty percent of the first graders receive this instruction. Chapter One reading services are provided. Eighteen percent of the second grade students are instructed. Third grade is given support to ten percent of its students in a Reading Improvement Program. These reading specialists are limited to serving students in grade one through three. No remedial reading program is available beyond third grade unless the student is learning disabled (Reading Specialist, personal communication, September 12, 1995).

Whole language, cooperative learning strategies, and math manipulatives are beginning to be incorporated in daily instruction. Traditional curricular activities rely on text books. Teachers generally instruct in a didactic manner, disseminating information to students.

The Surrounding Community

The central campus site is approximately 50 miles from a large metropolitan area in the Midwest. The consolidated unit school district covers 140 square miles. The school district does not serve a specific community. The district meets the needs of four small communities with multiple subdivisions. Each community has a separate library. The communities are separated by acres of productive farm land. Fewer than seven percent of the student population reside on farms even though agriculture continues to be an important part of the local economy. Few major industries are located within the district's communities. The median family income is $40,000 per year. Houses range from $80,000 to $500,000. The mean home value is $104,341. The mean income is $52,000. Fifty-five percent of the employed workers are white collar with the remaining forty-five percent being employed in blue collar positions. The percentage of high school graduates and higher is 86.4. The percentage of residents with a bachelors degree or higher is 15.3 (U. S. Census, 1990).

The administrative team is composed of seven members. Five administrators are new to the district in the past two years. The pupil administrative ratio is 288.1:1. The total district faculty is 113 certified staff. Twenty-two new staff members were employed this year due to enrollment increases, retirement , and the inclusion program. The pupil-teacher ratio is 17:1 in the district. The average teaching experience in the district is 15.8 percent. Forty-eight and six-tenths percent of the certified district staff have a Bachelor's Degree, and 51.4 percent have a Master's Degree or post graduate work. The operating expenditure per pupil is $4,500, and $10,934,136 is the total district budget (School Report Card, 1994).

The total district student population is 2,191 housed in one elementary building and one middle/senior high school building. People are moving into these communities because of the rate of inflation, interest rates, and quality of life. The population of the district had increased at 3 percent a year, over the last ten years. Today's present rate of growth will increase the school district's enrollment from 2,191 to 3,500 in five years. The district population consists of 96.8 percent White, 0.7 percent Black, 1.6 percent Mexican-American, 0.8 percent Asian/Pacific Islander, and 0.1 percent Native American. The percentage of the district' s population eligible to receive free or reduced-price lunches is 2.6. No students in the district require bilingual instruction. The attendance rate is 97.5 percent. The drop out rate of the district is two percent. A graduation rate of 84.4 percent compares the number of students who enrolled in ninth grade in the fall of 1990 with the number from that group who actually graduated in 1994 (School Report Card, 1994).

The citizens of the community have a history of valuing education and supporting their schools. The parents/guardians of 98.2 percent of the students made at least one contact with the students' teachers (School Report Card, 1994). The district is the center of activity for the many communities being served. In 1988, voters approved a 66 cent per hundred dollar of valuation increase in the education fund rate to maintain the standard of education. In the spring of 1993, voters approved an increase in the Operations and Maintenance Fund, as well as a Health/Life Safety Bond. In November 1994, voters defeated a referendum which would have added 60 cent per hundred dollar of valuation in the education fund rate. The district is located in a collar county of a large metropolis which imposes a five percent tax cap. Failed referenda resulted in increased class sizes and academic programs not being

improved. Electives, extracurricular activities, clubs, and sports were subsidized by concerned parents that did not want them to be eliminated. Polarization within the communities can create problems for referenda passage. This educational funding concern has yet to be resolved. Citizens will again be asked to support a 27 cent referendum.

Regional and National Context of Problem

Student motivation for learning is a major concern of most teachers. Nicholls's study (Alderman, 1990, p.27) stated "In today's classrooms motivational inequality prevails. Some students persist and work on their own for their own intrinsic interests, while others work because they are required to and do not believe their actions are related to success and failure." Concerns about students who are not engaged in learning and who are poorly motivated has been voiced at international, national, and state levels. The research of Berliner and Casanova (1993) stated that:

> Lizbeth Hedenlin and Lennart Sjoberg investigated how students in Sweden change their attitudes toward school, and particular school subjects, during the course of their elementary years. When the researchers presented their data at a conference, in spite of their experience within very different national systems of schooling-recognized a common problem: In all of the Western democracies, students' attitudes become increasingly negative by the time they reach ninth grade. (p. 126)

Attitudinal surveys conducted by Helelin and Sjoberg in 1985 indicated that children's interest in reading and writing remained constant but they became more negative about other subject areas (Cited in Berliner &

Casanova,1993). Interest in school and math decreased regardless of gender and ability level. Between fifth and seventh grade the largest decrease in attitude and interest were prevalent. This coincides with students leaving elementary school and entering junior-high school (Berliner & Casanova,1993).

A national poll taken by the National Reading Center reported that motivating students to read is a major goal for teachers (Grant, Guthrie, Bennett, Rice, & McGough,1993/1994). Young adolescents, 9 to 14, spend 1.3 percent of their time outside of school reading (Hostvelet, 1994). Further research indicates that the benefits of reading in school is hindered by a lack of time being allocated (Fielding & Pearson, 1994). Frequently time that is given to actual reading is dominated by textbooks. Text books provide comprehensive, sequential collections of facts as a system for study, but provide little motivation for learning (Ross, 1994).

Today's children and adolescents are a challenge to teach. The problem is apparent when children first enter school. In a 1991 Carnegie Foundation study, 7,000 kindergarten teachers were surveyed. In the nationwide survey, 35 percent of their students entering were not ready to participate successfully in school (Boyer, 1993). In Illinois, the average percent of students entering school unprepared was 31 (Boyer, 1993).

Harter's study (Cited in Skinner & Belmont, 1993) stated that across the preschool to high school years, children's intrinsic motivation decreases and they feel increasingly alienated from learning. According to Skinner and Belmont (1993), the opposite of engagement is disaffection:

> Disaffected children are passive, do not try hard, and give up easily in the face of challenges. Disaffected children can be bored, depressed, anxious, or even angry about their presence in the classroom. They

can be withdrawn from learning opportunities or even rebellious toward teachers and classmates. (p. 572)

Students are disillusioned with education because they do not see themselves as a part of their own education (Meier, 1993). Students do not care about their education because they cannot see the connection between necessary skills and life applications (Meier,1993).

Ornstein (1994) indicates self-esteem is often impaired by authoritative actions, disapproval and negative experiences in the classroom. Some students react by reducing effort, mismanaging study time, and denying the need to study - generally disengaging themselves from academic work.

Merrill Harmin, founder of the Inspiring Strategy Institute, stated that getting the attention of students is harder than ever in the past. Harmin determined that children suffer from television overload, video games, inattentive parents, and more serious problems at home (Harmin, 1995). Brodkin and Coleman (1995) stated " a million new children a year are affected by divorce and many of them may not get the everyday support they need because their parents are preoccupied with this major life crisis" (p.30).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In order to document the extent of the students not being motivated to read and exhibiting a negative attitude toward learning, the results of a reading attitude survey, parent interviews and teacher observations were noted. The surveys, interviews and observations were conducted in September, 1995.

The data was collected from the targeted second and fourth grade classrooms. A total of 55 students were given a reading attitude survey (Appendix A) with results in Table 1 and 2. The responses were ranked numerically from four to one with four representing the most positive response and one representing the most negative. The highest score of four was given to the "Happiest Garfield." Negative responses were tabulated from the remaining three categories.

Table 1

Recreational Reading Survey Response
September, 1996

Second Grade Question	Second Grade Positive	Second Grade Negative	Fourth Grade Positive	Fourth Grade Negative
#2 School free time reading	43%	57%	33%	67%
#5 Home free time reading	54%	46%	30%	70%
#8 Reading instead of playing	8%	92%	0%	100%
#10 Reading different kinds of books	54%	46%	30%	70%

In analyzing the results of the recreational reading surveys we found three results. First we found that children would clearly rather play than read as noted in question 8. Secondly, we found, according to question 5, that reading is not considered a recreational activity. In conclusion, the recreational reading survey question showed that as the children got older, motivation to read declined

Table 2

Academic Reading Survey Response
September, 1995

	Second Grade		Fourth Grade	
Question	Positive	Negative	Positive	Negative
#13 Reading in school	47%	53%	37%	63%
#14 Reading school books	36%	64%	22%	78%
#15 Learning from books	68%	32%	55%	45%
#16 Time for reading class	54%	46%	37%	63%

As evidenced in Table 2, the academic reading results show that the second and fourth grade students have a positive attitude about learning from books. The results of question 13 demonstrated that reading in school was disliked by the students. When we examined question 14, it was noted that the targeted students further dislike reading school books.

The Parent Interview form (Appendix B) was distributed to all parents of the targeted students. Seventy-one percent of the second grade parents and 52 percent of the fourth grade parents responded. Parents of the targeted students in general viewed their children as having positive attitudes toward

reading and learning. Typical comments by parents in reponding to question 3 were that their children lacked independent reading habits. Parents repeatedly cited their need to initiate the reading activities with their children when they responded to this question. The results of question 2 evidenced that parents were concerned with phonic and comprehension skills. In analyzing the replies of the parent interviews in question 6, researchers noted that a variety of out of school activities conflict with reading. Analyisis of the parent interviews suggest that intrinsic motivation to read has not developed with the targeted students.

The lack of motivation to read and negative attitudes toward learning were noted by teacher observations. Students did not engage fully during sustained silent reading periods. The students expected the teacher to answer their questions. When encouraged to to seek out the answers independently, the motivation to do so was limited. When students were asked what they wanted to learn, questioning skills were lacking (Faculty, personal communciation, August -September, 1995).

In conclusion, the students of the targeted classrooms display a negative attitude toward reading. Students lack the initiative to read independently. Students require strategies to be responsible learners.

Probable Causes

In analyzing the problem of students not being motivated to read and their negative attitudes towards learning, one might begin by focusing on the site. To find out specific information about the site an interview with the principal was held. It revealed interesting information. Approximately 60 percent of the faculty at the school in this study are textbook driven in content areas. The texts

dictate the information to be learned in these classrooms (Principal, personal interview, September 21, 1995).

Educators justify the use of textbooks because the focus of the district has a formalized curriculum. Traditional grading at the intermediate level requires frequent assessment. The teachers utilize the textbook tests to assess the learning of the students. Staff development in authentic assessment and active learning has not been offered to the staff (Faculty, personal communication, August - September, 1995).

In the local school setting, several pieces of information became available. Classroom environments are structured with the teacher transmitting the knowledge in 85 percent of the classrooms (Principal, personal communication, September 21,1995). Students wait for the teacher to give them information and do not take the initiative for experiencing their own learning.

Fifteen percent of the faculty have established a cooperative learning environment in their rooms (Principal, personal communication, September 21, 1995). Cooperative learning strategies have been presented to one third of the faculty during two institute days. The remaining faculty will receive this introductory training in the next two years. Faculty interviews reveal that this two day training is inadequate. Necessary social skills are not emphasized.

Based on teacher observation, children are spending too much time on skill and drill. Educators are bound by schedules during the learning day. Special classes, such as art, music, and physical education, are often scheduled during the morning hours which most teachers consider prime learning periods. Gifted and learning disabled students are pulled out for specific blocks of time. True heterogeneous groups are not always possible. In

the aggregate, these factors inhibit motivation to read and contribute toward negative attitudes about learning.

Professional literature suggests several underlying causes for the lack of motivation in reading and personal responsibility for learning. One of the problems is intensive use of core textbooks. Reliance on textbooks limits the teachers' opportunities to make learning come alive for students. According to Schwartz (1994) textbooks are comprehensive and fact-oriented but lacking in depth. Concepts are sporadically investigated. Textbooks contribute to students becoming more task-oriented - just doing the work to be doing it rather than learning-oriented. Students simply complete the assignments and move on. Use of standardized curriculum develop children who are not interested in learning because often the content is not immediately useful or valuable. Students are less motivated to learn when the material is presented just to be tested on and not applied in real life (Deci, Vallerand, Pelletier, & Ryan,1991). The result of this mode of education is students lack motivation in reading because they equate it to textbook reading.

Another cause for the lack of motivation in reading and learning concerns volition. The professional literature on the topic of volition states that strategies promoting these skills are not being stressed in the classrooms. Ornstein (1994) defines volition as wanting to do something based on one's own resources and efforts without external pressure. He further suggests volition is connected to self-esteem and how students manage tasks, allocate time, and control their attention. According to Corno (1992), attention has been on motivation and too little emphasis on volition in the classroom. It has been suggested that teaching techniques influence volition. Students need direction in applying strategies that direct and control their own and others' behavior

toward goals. When educators decrease students' autonomy, they become less intrinsically motivated, display a lower level of competence, and their self - esteem is diminished (Deci et al.,1991). Students without volitional skills are hindered from reaching their academic potential.

Still another concern is the classroom environment. Classroom environments influence student learning and motivation to read. Literature activities are assigned that are often closed-tasks with only one correct answer. Many classrooms are not risk-free where students feel safe to fail due to the need to find that "right answer." Students are given few opportunities with closed tasks to explore their interests and make choices and decisions. Many of the closed-tasks are not challenging for all students (Turner & Paris, 1995).

An additional element to the classroom environment problem is that collaboration is frequently discouraged (Morrow & Rand, 1994; Turner & Paris, 1995; Skinner, Wellborn, & Connell, 1990). Individual tasks are assigned where students are required to work silently and independently. During the school day ample time for actual reading and time to talk about what has been read is not given (Fielding & Pearson, 1994). There are significant time slots set aside for language arts instruction during most school days. The State of Illinois requires 600 to 650 minutes of reading instruction per week. Research evidence suggests that the amount of time children spend reading in the average classroom is as little as seven or eight minutes per day at the primary level and fifteen minutes per day at the intermediate grade level (Guthrie & Greaney, 1991). Students lack control with planning, evaluation, and self-monitoring in their environment.

Educators pay little attention to students' interests because of the time factor. Content must be presented. The lack of time results in limited choices in

reading material. "Educators must be more democratic when choosing reading materials, or else be willing to accept the consequences of unstimulated, unmotivated, and illiterate youngsters" (Travers, 1993, p.43).

In summary, the problem of students not being motivated to read and displaying negative attitudes toward learning results from textbook domination. Negative attitudes toward learning develop because volitional skills are not being taught in the classroom. Classroom environments set the tone for learning. Students are not motivated to learn in classrooms that discourage collaboration, present few challenging activities, and limit student choices.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

Research on encouraging reading and increasing learning motivation has provided a variety of strategies. The strategies are overlapping because each impacts the other. Connell (Cited in Skinner & Belmont, 1993) stated that because motivation is internal to the child, when social surroundings provide for the child's basic psychological needs, motivation flourishes. Motivation has been dominated by conditioning principals found in behavior psychology. This Skinnerian view sees humans "moved" by the use of reinforcement behaviors, by extrinsic or tangible rewards, and praise for good behavior and academic performance (McDaniel, 1991). Recently psychologists and educators are focusing on an alternative view of motivation with an emphasis on identifying the intrinsic needs of students, their self-concept development and perceptions brought to learning (McDaniel, 1991).

Students are assisted in becoming independent learners in a risk-free environment. Educational literature guides classroom practices to influence students' attitudes and engagement. While it is understood that the teacher's positive attitude towards children and children's work is a key to a risk-free environment, there are classroom practices that influence the outcomes.

Children need a sense of competence. Competence is fostered when they experience structure (Skinner & Belmont, 1993). The teacher ensures that

the students not only feel competent, but also leads the student to take responsibility for their own learning. (Berliner & Casanova, 1993). The classroom is structured to be sure that the amount of information given is adequate for the student to be successful with the task. Educators provide this structure by clearly communicating expectations, responding consistently, predictably, and contingently (Ames,1992). Help is offered to support and strategies are adjusted to the level of the child.

The risk-free environment offers children autonomy support. Autonomy support is the amount of freedom a child is given to determine his/her own behavior. A positive relationship between student autonomy of the classroom environment and student's intrinsic motivation has been supported across numerous studies cited by Ames (1992). Teachers can encourage autonomy by allowing children to choose learning activities and providing connections between school activities and children's interests. Fostering autonomy means not using external rewards, controls, and pressures (Skinner & Belmont, 1993). When support for autonomy is present, children begin to adopt a learning goal orientation (Beach,1994). The opposite is a performance orientation.

The learning oriented environment has students involved. Children need to belong to establish a connection to a community of learners (Skinner & Belmont, 1993). Involvement in learning requires quality interpersonal relationships with teachers and peers; its opposite is rejection or neglect. Teachers are involved with their students by taking time for, expressing affection toward, enjoying interactions with, are attuned to and are dedicated resources to their students (Skinner & Belmont, 1993). The teacher's indirect activities involve the creation of a learning environment. According to Haberman (1991), teaching behaviors are more evident in what the students are doing than in

observable actions of the teacher. Authority is divided between teachers and students in the classroom. Children are encouraged to make choices, set priorities, and think independently.

In risk-free environments, evaluation is based on individual improvement, progress, and mastery. Evaluation is private - not public. A student's effort is recognized. Evaluation provides opportunities for improvement and mistakes are viewed as part of learning (Ames, 1992). Ames (1992) cites Brophy as stating that much classroom learning is highly product oriented. The children are focused on quantity. The consequences of a performance orientation is a concern with correctness and social comparisons (Ames, 1992). Social comparisons, such as the announcing of highest and lowest scores, require students to evaluate their ability and risk-taking is impaired.

The physical setting of a risk-free environment classroom is constructed to engage students in self-directed literacy. Children work in small groups for social interactions. Desks or tables are arranged to accommodate this activity. A literacy center is created through children and teacher collaboration. Jointly, the learning community decides where to place it in the classroom, what activities to include, where to place each item that is to be stored, and which books they want to have. Trade books, authentic literature, provide insights beyond the factual information found in textbooks. The potential of authentic children's literature (Ross,1994) has been discovered by teachers for its instructional uses. The utilization of children's literature can supplement or replace textbooks in content area. The literacy centers are created to be physically attractive and accessible. Cordeiro (1992) stresses that students and teachers should sit in a circle so all students can communicate with everyone else face to face. It is important for the teacher to sit in a student desk or on a

chair at the learner's eye level to be a part of the community of learners. In the learner-centered classroom not only is the teacher modeling and learning but the students are modeling and learning. The classroom climate and structure permits this change and growth.

Peer cooperation is one practice that motivates children to engage in self-directed literacy. Johnson and Johnson (Cited in Morrow & Rand, 1994) say that when children work in small heterogeneous groups, learning academic content in which social interactions are cooperative, achievement and productivity increase. Children arrive at joint understandings by explaining material to each other and listening to each others' point of view. This is not a new concept. Dewey, (Cited in Morrow & Rand, 1994) in 1916, stated that children engaged in task-oriented dialogue with peers reach higher levels of understanding than when teachers present information didactically.

Social interaction leads to higher motivation in several ways. First peers make comments that pique fellow classmates' curiosity which extends interest. Next, children being able to observe the progress of their classmates which may increase their own perception to be able to succeed was researched by Schunk (Cited in Turner & Paris, 1995). Finally, according to Slavin, engagement in work and group consciousness is promoted through cooperative learning (Cited in Turner & Paris,1995).

Cooperative learning techniques are applied toward increasing literacy. "Silent" reading times should not be entirely silent (Fielding & Pearson, 1994). Teachers can allow part of the time for reading in pairs, including pairs of different abilities and ages. Educators need to provide regular opportunities for readers to discuss their reading with the teacher and one another. According to Fielding and Pearson (1994), comprehension skills are built or practiced

through collaboration. These conversations help to strengthen the community of learners.

Cooperative learning is most effective when students understand clearly the teacher's goals, when goals are group oriented and that success has been achieved when learning takes place with each group member. Students are expected and taught to explain things to one another instead of just providing answers. Group activities supplement direct instruction but do not replace it (Fielding & Pearson, 1994). According to the research cited by Roehler and Duffy (1991), the results indicate that students in cooperative learning classrooms are more motivated and less anxious than students in traditional classrooms.

Every teacher desires a classroom filled with students ready to learn and willing to be responsible for their own learning. Students such as these are called self-regulated learners. A self-regulated learner has knowledge of how to manage resources such as time and energy for the purpose of attaining goals (Ornstein,1994). Corno (1987) states that according to researchers Flavell, 1970, and Henderson, 1982, the ability to self-regulate develops between the ages of five and fifteen. Since students of all ages differ in natural abilities, instruction is important and often necessary to develop self-regulation. Brown, Flavell, and Meichenbaum have researched that self-regulation is an aspect of intelligence that develops through experience and example (Cited in Corno, 1987).

Self-regulation is driven, according to Kuhl, by volitional strategies (Cited in Corno, 1986). Corno (1986) explains six controls that increase volition. *Attention control* is a volitional technique where the learner holds his attention on the classroom task by looking forward to social rewards or an intrinsic goal "I

want to understand." *Encoding* is thought to increase engagement. Students, when assigned seat work, begin immediately to act as if some parts are more important to understand and act upon than others. *Information-processing control* is a volitional strategy used when a learner begins to study in advance of a test rather than procrastinating until the day before. The learner is in control. *Motivation control* strategies refer to self-reinforcement and self-imposed penance. When goals are met, students are taught to do something just for the fun of it. The opposite comes into play when a learner uses self-talk to punish themselves - I should have listened. *Emotion control* is the use of reassuring self-speech to control negative affects, such as telling oneself not to worry and to try harder. Finally, *environmental control* is one of the most active steps students can take to protect the intent to learn in school. A student could ask to be moved if he/she is being disturbed or distracted. If a student does not understand he/she may ask for clarification.

Volitional resources are being applied when a student prepares to learn by setting goals, drawing on prior knowledge and considering many ways to solve a problem (Corno, 1987). Follow through is evident as the learner makes a schedule and has a plan if a problem arises. Self-talk statements are used to control concentration during the process. The student would next execute the plan, monitor and control the process, and observe the consequences. Taking pride in the accomplishment or accepting the results are the final steps in the process. Volitional strategies such as these need to be taught in the classroom.

A strong sense of volition to learn is developed in students by being in a learning environment that encourages self-regulation. Corno (1992) suggests four environments to encourage students to be responsible learners. Opportunities to pursue interests without formal evaluation is necessary. The

learner is given choices. Students need to be encouraged to revise work. Revision is like "giving it a second try" to pursue where it went wrong. Peers need to be used as learning partners. Barell states (Corno,1992) that children often work beyond their individual tasks when interaction with peers is reflective. Use of participant modeling instructional methods in the classroom incorporate modeling plus an explanation during instruction and a gradual press for student independence with supportive feedback. Students begin a task relying on external expertise. As the students are successful, they gain confidence and continue to handle the possible difficulties independently without adult intervention. These four environmental conditions enhance student responsibility with less instructional time by the teacher rather than more. Teachers need to create activities that enable students to challenge themselves and others while they pursue goals and grow comfortable with criticism (Corno, 1992).

Educators need to allow ample time for reading. There is little research that offers how much time should be devoted to reading, but Fielding and Pearson (1994) recommend that of the time set aside for reading instruction, students should have more time to read than the combined total allocation of time for learning about reading and talking or writing about what has been read. This will allow students practice using reading skills and strategies. Secondly, this extra time immersed in reading will result in obtaining new knowledge and a better comprehension of the text. Actual time spent reading usually starts out low and increases as students discover interests that hold their attention for longer periods of time. Guthrie and Greaney (1991) state that when pupils read for extended periods of time in the classroom they perform as well or better than groups involved in direct instruction. Reading should be done silently and

orally every day.

Time spent on reading outside of the school environment is also important. Morrow and Rand cite researchers as saying "The amount of free reading done by children both inside and out of school correlates with reading achievement" (1994, p.3). Parents need to model for their children the importance of reading. This can be accomplished in part by reading aloud to children at bedtime.

A literacy program, Writing and Reading Appreciation Program, was designed to motivate reading and writing in grades kindergarten through fourth grade (Morrow & Rand, 1994). It was used to supplement a basal reading program. Time for this program occurred three to five times per week for 30 to 45 minutes. The extended reading time allowed students to pursue their own interests. Daily schedules should be flexible to allow students time for independent or group investigations and study.

Of the many literature articles reviewed one element was common. Pupils were permitted to read self-selected material. Self-selection of reading materials supports the idea that children are most engaged by books and stories they select (Gambrell,1994). Research has shown that choice is a powerful motivator not only by allowing choice of text, but also choice of tasks and literacy activities. Choice encourages students to take personal responsibility for their tasks (Turner & Paris, 1995). Teachers see the strategies of using choice as having different meanings. The opportunities can be intrinsic or extrinsic motivators. Intrinsically it allows for self-learning to take place. Extrinsically it is a reward for those that finish their assigned work early to choose something fun to do. On the other hand, it's a punishment for those who are unlikely to finish at all (Nolen & Nicholls, 1994). These authors also

found in their study that giving the students a choice in rewards for performance improvements such as a pizza party or comic books, was sometimes used as an extrinsic motivator.

Schwartz (1994) writes about the Inquiry Cycle. It is an exciting curricular strategy emerging. One of the key beliefs of this learning process is that choice enables learning to connect with personal experiences and allows ownership of learning.

Cordeiro (1992) describes a Reader's Workshop where readers should be able to choose books they want to read from wherever they can find them. The workshop product was structured by the teacher resulting in a dialogue journal.

According to Zemelman, Daniels, and Hyde (1993), choice should be an integral part of literature behavior. Children permitted to choose reading materials, activities, and ways of demonstrating their understanding of what they have read enhances any reading program. Providing choice does not have to mean having an unstructured classroom, it simply recognizes the limits of the whole class instruction. Without creating individual reading programs, Travers (1993) suggests acknowledging children's general interests and supplying books to satisfy those interests. Surrounding children with literature that interest them is a wonderful way to draw children into books.

Wolk (1994) describes how Kilpatrick's works served as a springboard to a project based learning classroom. "When children are allowed to choose what to explore they become intrinsically motivated - more than happy to work hard and strive for the highest quality" (Wolk, 1994, pg. 43).

An important part of making choices about text processes and products is seeing what there is to choose from. The role of the educator is to expose the

students to a variety of subjects, viewpoints, and experiences (Draze, 1979). One strategy to tap the intrinsic psychological needs of children is to promote freedom by giving students ever greater choices in reading, seating, classroom rules, writing opportunities, and open-ended questions (McDaniel,1991).

It is important that children have real problems and real questions to deal with. Asking Questions Finding Answers by Draze (1979) serves as an excellent source of activities to help the teacher restructure the learning situation into one which stresses students being allowed to do the question asking. Draze also emphasizes that educators need to go beyond simple recall questions. When teachers ask for opinions, comparisons, classifications, or predications, they are requiring the students to use higher level thinking skills. Open -ended questions are also explored where by there are no right or wrong answers.

Teachers invite success for their students through the use of open-ended questions. McDaniel (1991) states "students are motivated by success and success breeds success!" (pg. 1) Using open-ended questions maximizes right answers and encourages students to voice their opinions.

Theme Immersion is a new teaching strategy that promotes the active involvement of the learners. Theme immersion is different from teaching traditional themes because the focus shifts from skills and subject area to the investigation of a topic, issue, or question. Manning and Manning (1994) write that while using theme immersion it's important for students to develop good questions that they wish to explore.

Motivating students through the use of project-based learning is becoming popular. The instructional projects have three characteristics. According to Berliner and Casanova (1993) a project requires a question or a problem, the activities should have a real-world quality, and the activities

associated with the project must result in some artifact. By using projects in the classroom, students are able to transfer their learning. Student interest is stimulated and motivation is high when projects are authentic and challenging. Projects will not automatically insure all students will become highly motivated. Students may worry about the quality of their work and the grade they will receive. Projects that students work on may fail. Teachers need to be supportive of the learning and risk -taking and not on the final results alone. Students need to know that the process is just as important as the product.

The process involved in answering questions relevant to the learner is an important component in the Inquiry Cycle, a new curricular framework. Schwartz (1994) states that the students need time to explore a concept or theme extensively before they decide on their own meaningful questions. These questions form the basis of their inquiry.

In another project to increase motivation for reading by involving students in real-world problems the Concept-Oriented Reading Instruction approach was used. Grant et al. (1993/1994) describes four components of this type of instruction. First, the students observe the real world and personalize what they know and what they want to learn more about. Students start looking for ideas and information through observation and reading. After they locate the books and materials to read they combine this new information with what they know to draw understanding. Finally, they communicate with others what they have learned about their topic. Here again, the students' ability to formulate meaningful questions to explore related to real life problems is an important part of the process. In a study on the use of this reading approach, the students increased their curiosity, desire to read challenging material, aesthetic motivation for reading, competitiveness and interest with sharing with friends

(Grant et al., 1993/1994).

Literacy tasks were classified by Turner and Paris (1995) as being open or closed. Open tasks provide challenge, choice, student control over learning, collaboration, constructive comprehension and consequences. Open tasks have many correct answers and no specified procedure to find the answer. Students tend to approach open tasks as problems to be solved rather that as exercises to complete. Open tasks were successful in motivating students to read and take control over their learning.

In summary, of the variety of strategies that encourage reading and increase learning motivation, six appear to be most prominent. Establishing a risk-free learning environment that is learning-oriented is vital. Peer cooperation develops appropriate social interaction that yields motivated learners. Instructing students in the strategies that teach "how to learn" is most beneficial to a self-regulated learner. Choice in learning with topics and tasks increases interest. Being given an appropriate amount of time to pursue interests is vital. Lastly, children need to answer real questions to real problems. Incorporating these strategies in a classroom would develop a learning environment that would encourage academic growth and not simply "cover" the curriculum spelled out in text books.

Project Outcomes and Solution Components

As a result of the establishment of a cooperative learning environment during the period of September 1995 to January 1996, the second and fourth grade students from the targeted classrooms will increase their academic motivation and personal responsibility for learning as measured by student and parent surveys, student self-assessment and teacher observation.

In order to accomplish the terminal objective, the following processes are necessary:

1. Model and teach cooperative learning strategies.
2. Introduce volitional skills.
3. Establish a Reading Appreciation Program.

Action Plan for the Intervention

I. Model and Teach Cooperative Learning Strategies

A. Purpose

1. Create a positive classroom environment
2. Develop social skills

B. Teacher directed activities

1. Basic interaction
2. Team building
3. Communication
4. Conflict resolution

C. Timing

1. Daily - first four weeks; reinforce throughout the eighteen weeks
2. Fifteen to thirty minute sessions

II. Introduce Volitional Skills/Teaching Students "How to learn"

A. Purpose

1. Aid in the development of self-regulated learners
2. Increase student involvement and responsibility for their learning

B. Activities

1. Teacher will introduce, model,and discuss internal controls

a. Attention controls

b. Organizational skills

c. Information-processing

d. Motivation control

e. Emotion control

f. Environmental control

2. Thinking strategies presented by teacher and practiced by students

a. Logical

b. Critical

c. Creative

3. Questioning strategies presented by teacher and practiced by students

C. Timing

1. Eighteen weeks

2. One to five times a week

3. Five to thirty minute sessions

III. Establish Reading Appreciation Program

A. Purpose

1. Motivate children's interest in literature

2. Develop independent learners

3. Allow student choices

4. Create opportunities for success

B. Activities

1. Student and teacher design literacy center
2. Guidelines established by teacher and students for Reading Appreciation format
3. A period of choice reading by students
4. Students express knowledge through a project/product
5. Share product
6. Student self-evaluation

C. Timing

1. Eighteen weeks
2. One to five times a week
3. Ten to forty-five minute sessions

Methods of Assessment

To assess the results of the intervention strategies three assessment tools were used. In order to determine the effects of the interventions students will respond to a Elementary Reading Attitude Survey at the beginning and end of the intervention. Upon conclusion of the intervention, students will respond to a reading attitude survey, the Denver Reading Attitude Survey (Appendix C).

In addition, as a second means of assessment, parents will be asked to evaluate their child's motivational attitudes towards learning at the beginning of the intervention using a Parent Interview format. At the end of the intervention period they will respond to an observational survey titled Reading Attitude Survey (Appendix D). The results will be compared.

Finally, teacher observation will be on-going throughout the intervention. The effectiveness of establishing a cooperative learning environment, introduction of volitional skills, and the organization and implementation of the Reading Appreciation Program will be determined.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

As the researchers previously stated, the objective of this project was to motivate second and fourth grade students to read and exhibit more responsibility toward their learning. Indications were that students did not consider reading a recreational activity. Students disliked reading in school and reading school books. Parent interviews suggested that intrinsic motivation to read had not developed with the targeted students. Teacher observations showed that students expected the teacher to answer their questions and they were not motivated to seek out the answers to their questions independently.

Therefore, the terminal objective stated:

> As a result of the establishment of a cooperative learning environment during the period of September 1995 to January 1996, the second and fourth grade students from the targeted classrooms will increase their academic motivation and personal responsibility for learning as measured by student and parent surveys, student self-assessment and teacher observation.

Interventions

In order to accomplish the terminal objective, the researchers modeled and taught cooperative learning strategies. To create a positive classroom environment, social skills were presented. Activities were designed to encourage basic interaction. Students were involved in activities that reinforced making eye contact, sitting "eyeball to eyeball", forming groups quietly, following

role assignments, sharing materials, and using each others names. Team building skills emphasized how to disagree with an idea - not a person, energizing the group, encouraging each other, how to offer help, and how to check for understanding. Communication strategies were modeled and reinforced through lessons on the following topics: taking turns, listening to the speaker, making sure everyone speaks, waiting until the speaker is finished before speaking, and using low voices. Lessons on conflict resolution dealt with compromise, negotiations, exploring points of view, thinking for yourself, respecting the opinion of others, and reaching a consensus. As each of these skills were first introduced, they were placed on a graphic organizer (Appendix E). Teaching these strategies took longer than anticipated. The researchers originally planned on introducing a cooperative social skill daily the first four weeks with reinforcement throughout the project. In reality, time restraints did not permit daily introduction of new skills. As each skill was presented reinforcement activities followed. Consequently, it took twelve weeks to present all the cooperative learning strategies.

Another aspect of the terminal objective involved the students in an introduction of volitional skills and teaching students "how to learn." Mini lessons, role playing , and teacher modeling of strategies were used to engage the students through internal techniques on being responsible for their own learning. Lessons taught students how to focus on what was being presented using a strategy call SLANT (Appendix F). Organizing and prioritizing assignments, controlling study time for tests and rewarding themselves when goals were met were volitional strategies that were presented. For example, students celebrated the completion of each writing project by choosing a free time activity. The researchers modeled and encouraged students to use self

talk to control their emotions and feelings toward learning. If a student was not successful in an assignment, he/she was encouraged to think to themselves using the following questions as a guide: Why wasn't I successful? What should I try next time in order to be successful? What are some of my strengths? The targeted students were given control of their classroom environment by being permitted to move from their cooperative group for a limited amount of time if minor conflicts arose. Thinking strategies, logical critical and creative, were introduced. Examples of these activities came from published materials (Appendix G). Questioning strategies were used to stimulate student thinking. Open-ended questions, "why" questions, and "what if" questions were used by students during the intervention (Appendix H). Students were asked to write down three questions they would like to have answered before beginning a new chapter, unit, story, or topic. These could have been things they wondered about, always wanted to know, or had no idea about. The researchers felt the timing of one to five times a week was adequate to develop volitional skills and a sense of student responsibility toward learning. These were not isolated strategies but interwoven through the curriculum.

The Reading Appreciation Program was established in the targeted second and fourth grade classrooms. Both classes were unable to initiate the program until week six of the intervention because more time was necessary to establish the cooperative learning environment. To prepare the students to ask questions and deal with real problems, activities from Asking Questions Finding Answers (Draze,1979) were used to promote active learning. Posters (Appendix I) from this resource were used to guide the steps to successfully answer their questions and be able to share with peers. Fourth grade students were allowed thirty minutes at the end of each day for a self-chosen activity.

Students often used this time to go to the learning center to expand their interests. Group consensus determined that a product was not required for each topic or book they read. Students usually presented what they had learned through oral presentations. Posters, dioramas, and student made books were also examples of products. The fourth grade teacher and students set up a literacy center by placing books in genre baskets. Reflective thinking about their reading was encouraged with the following questions: What was I trying to find out? What do I think went well? What would I do differently next time? Do I need any help? The Second Grade Reading Appreciation program began by generating a list of questions that the students wanted answered. Two to three students volunteered to research each question. The process of researching a question was modeled by the teacher who introduced resources, and explained the process of developing a product. (Appendix I): Two parents helped students in the learning center twice a week to find the materials or resources needed to research the topics. When the research was completed, products were made in the forms of dioramas, posters, and demonstrations. These products were shared with the class and sometimes other classrooms. Organization of the literacy center was developed by the second grade teacher and the students. Students brought books from home, neighborhood libraries, and from the school learning center that were related to their research. These books were placed in the literacy center after the presentation.

Presentation and Analysis of Project Results

Upon establishing the cooperative learning environment, introduction of volitional skills, and the organization and implementation of the Reading Appreciation Program, assessment of the interventions was determined in three

ways. First, the targeted second and fourth grade students were given a post reading attitude survey (Appendix A). Second, parents were given a post interview survey. Third, the researchers analyzed the information observed of the targeted students.

The responses on the reading attitude survey were ranked numerically from four to one with four representing the most positive response and one representing the most negative. The highest score of four was given to the "Happiest Garfield." Negative responses were tabulated from the remaining three categories.

Table 3

Recreational Reading Survey Response
Second Grade
September, 1995, January, 1996

	September		January	
Question	Positive	Negative	Positive	Negative
#2 School free time reading	43%	57%	35%	65%
#5 Home free time reading	54%	46%	39%	61%
#8 Reading instead of playing	8%	92%	22%	78%
#10 Reading different kinds of books	54%	46%	83%	17%

Table 4

Recreational Reading Survey Response
Fourth Grade
September, 1995, January, 1995

	September		January	
Question	Positive	Negative	Positive	Negative
#2 School free time reading	33%	67%	54%	46%
#5 Home free time reading	30%	70%	25%	75%
#8 Reading instead of playing	0%	100%	13%	87%
#10 Reading different kinds of books	30%	70%	46%	54%

In analyzing the results of the recreational reading survey, the advancement of reading motivation appears to have conflicting effects on the targeted students. As evidenced in Table 3, second grade students appear to have had significant growth in their enjoyment of reading different kinds of books. More students would rather read instead of playing as compared to the September responses. Positive responses toward school time reading declined.

Responses in Table 4 show that fourth grade students were more positive toward reading in school during free time in January than at the beginning of the intervention. More students indicated an appreciation toward reading different kinds of books. Positive responses toward reading instead of playing showed a 13 percent growth. The researchers felt this was significant since there were no positive responses in September in this category.

Table 5

Academic Reading Survey Response
Second Grade
September, 1995, January, 1996

	September		January	
Question	Positive	Negative	Positive	Negative
#13 Reading in school	47%	53%	70%	30%
#14 Reading school books	36%	64%	30%	70%
#15 Learning from books	68%	32%	91%	9%
#16 Time for reading class	54%	46%	57%	43%

Table 6

Academic Reading Survey Response
Fourth Grade
September,1995, January, 1996

	September		January	
Question	Positive	Negative	Positive	Negative
#13 Reading in school	37%	63%	50%	50%
#14 Reading school books	22%	78%	29%	71%
#15 Learning from books	55%	45%	63%	37%
#16 Time for reading class	37%	63%	33%	67%

Tables 5 and 6 show the academic reading results from the reading surveys for the second and fourth grade targeted students. As viewed in Table 5, the second grade students increased significantly in their positive responses

to learning from books. Reading in school exhibited growth as seen in the responses to question #13. Reading from school books continued to be disliked by the targeted students.

As evidenced in Table 6, more fourth grade students responded positively about reading in school according to question 13. The post survey results indicated an increase in the number of students responding positively toward learning from books. The students still exhibited negative feelings toward reading class and reading school textbooks.

The Denver Reading Attitude Survey (Appendix C) was used as a second assessment to determine the students value of reading. The targeted second and fourth grade students responded that they chose to read on their own outside of school one to seven times a week. The survey indicated that the students read to satisfy their curiosity. The targeted students felt that reading would help them when they were no longer in school. As indicated from the survey, being able to read well is valued, as is learning worth while information from books.

The parents of the targeted second and fourth grade students were asked to respond to the Reading Attitude Survey (Appendix D). This survey correlates to the Denver Reading Attitude Survey. Seventy-six percent of the second grade parents and 48 percent of the fourth grade parents responded. Parents of the targeted students viewed their children as having increased positive attitudes toward reading and learning. The parents also indicated their children now have developed independent reading habits which they felt their children were lacking prior to the intervention. Typical comments made by the parents stated that reading is more enjoyable because interest needs are satisfied.

The researchers observed many changes in student behaviors and attitudes during the intervention. First, students did not come to the teacher as often for answers. Instead, students would collaborate with a partner or in their group. Secondly, students became more responsible in finding their own resource materials. Thirdly, students were able to read for longer periods of time independently. Students were able to formulate questions about research topics.

Conclusions and Recommendations

Assessment of the success of the interventions was conducted on a regular basis. The researchers met to discuss the implementation of the cooperative learning social skills. It was felt that time spent on this intervention was necessary to help the children learn to collaborate with each other respectfully. The creation of of the cooperative learning environment had a strong positive impact on the learning and behavior of the student. Assessing the intervention of the use of cooperative learning social skill was accomplished through teacher observations. These skills were not mastered by the targeted students. The students continued to need review of the skills as groups were changed.

Weekly discussions concerning the introduction of volitional strategies were beneficial to the researchers because of the necessity to develop self-regulated learners. The most difficult part of the volition intervention involved the presentations of the internal controls. There were few published materials available on this topic for elementary children. Thinking and questioning strategies were well accepted by the students. It helped the targeted students to formulate their own curiosities. Assessing volitional interventions was

conducted through teacher observation and parent surveys. The researchers felt the use of volitional strategies by students was developmental. Seven year old students were able to process the internal controls but nine year old students utilized them to a greater extent. Developing thinking strategies enabled the students to conduct independent research and choose books that expanded their interests. Parents saw evidence of this intellectual growth as expressed in the parent surveys.

The Reading Appreciation Program naturally followed the establishment of the cooperative learning environment and the introduction of volitional skills. Allowing the students time and choice in what they wanted to learn nurtured self-regulated learners. When students functioned as colleagues, they were more able to apply information and design a product. In this program, students were given choices, and carried out tasks independently or with a partner. The results developed a sense of responsibility and gave a feeling of success when tasks were finished. The researchers observed that students often exceeded their ability level when given choices and control over their learning. The intervention also showed the importance of cooperative literacy experiences as a means of motivating children to read voluntarily for pleasure and for information. The Reading Appreciation Program was assessed through student responses. The researchers equate the success of this intervention with allowing the students time and choice of reading material. Significant growth was evidenced in the response about reading in school during the intervention period. Students also indicated learning from books was more enjoyable. Parents commented through the surveys that students read more often with limited persuasion.

The recommendation of the research team is to extend the time to 36 weeks for the intervention period. If the targeted students have a strong foundation in cooperative social skills, the intervention period could be shortened.

The work described in this paper occurred in a second and a fourth grade classroom. The researchers feel this could be adapted for use with children in the upper elementary grades. Adaptations would mean selecting children's literature that was age and grade appropriate, designing a literacy center suitable for older students, and selecting cooperative learning tasks that are challenging and enjoyable for adolescents.

Personal conclusions from the researchers stress that in order to motivate students to read and be responsible for their own learning three important factors are needed. Students need a cooperative learning environment, volitional strategies to draw upon, and time plus choice of literacy materials.

References Cited

Alderman, M.K. (1990). Motivation for at-risk students. Educational Leadership, 9, 27-30.

Ames, C. (1992). Classrooms: goals, structures, and student motivation. Journal of Educational Psychology, 84, 261-271.

Beach, S.A. (1994). Engagement with print: motivation to read and learn. Reading Psychology, 15, 69-74.

Berliner, D.C. & Casanova,U. (1993). Putting research to work in your school. New York: Scholastic.

Boyer, E.L. (1993). Ready to learn: A seven step strategy. In D. Sumner (Ed.). Mulitage classrooms: The ungrading of America's schools (pp.4-6). Peterborough, New Hampshire: The Society For Developmental Education.

Brodkin, A.M & Coleman, M. (1995). Support for children of divorce. Instructor, 104, 30-31.

Brooks, F. (1983). Thinking skills/puzzles and games. New York: Macmillan Educational.

Burke, K. (1992). What to do with the kid who...developing cooperation, self-discipline, and responsibility in the classroom. Palatine, IL: IRI /Skylight Publishing.

Cordeiro, P. (1992). Whole learning: whole language and content in the upper elementary grades. Katonah, N Y: Richard C. Owen Publishers.

Corno, L. (1986). The metacognitive control components of self-regulated learning. Contemporary Educational Psychology, 11, 333-346.

Corno, L. (1987). Teaching and self-regulated learning. In D.C. Berliner & B. V. Rosenshine (Eds.), Talks to teachers (pp. 249-265). New York: Random House.

Corno, L. (1992). Encouraging students to take responsibility for learning and performance. The Elementary School Journal, 93, 69-83.

Deci, E.L., Vallerand, R.J., Pelletier, L.G., & Ryan, R.M. (1991). Motivation and education: the self determination perspective. Educational Psychologist, 26,325-346.

Draze, D. (1979). Asking questions, finding answers. San Luis Obispo, CA: Dandy Lion Publications.

Eichel,C. (1993). Brain teasers. Huntington Beach, CA:Teacher Created Materials.

Fielding, L.G., & Pearson, P. D. (1994). Reading comprehension: what works. Educational Leadership, 51, 62-68.

Gambrell, L.B. (1994). What motivates children to read? (Literacy Research Paper, Vol. 2). New York: Scholastic.

Grant, R., Guthrie, J., Bennett, L., Rice, M.E., & McGough, K. (1993/1994). Developing engaged readers through concept-oriented instruction, The Reading Teacher, 47. (4), 338-340.

Guthrie, J.T. & Greaney, V. (1991). Literacy acts. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.). Handbook of reading research, vol. II (pp. 68-96). New York: Longman.

Haberman, M. (1991). The pedagogy of poverty versus good teaching. Phi Delta Kappan, 73, 290-294.

Harmin, M. (1995). Making more time for learning. Learning, 23,57-64.

Hostvelet, J.M. (1994). No thanks, mom, I'd rather vacuum. The Whole Idea, 4. (4), 5.

Johnson, N. (1990). Questioning makes the difference. Dayton, OH: Creative Learning Consultants.

Karp, M. (1994). A treasury of critical and creative thinking activities. New York: Macmillan Educational.

Lessen, E. (1995, August). Adaptations for general education classrooms. Presentation made at school inservice.

Manning, M., & Manning, G. (1994). Implementing theme immersion. Teaching PreK-8, 24. 88-89.

McDaniel, T. R. (1991). The motivating teacher. Teaching for Excellence, 11. (2), 1-2.

Meier, D.W. (1993). Why kids don't "want" to be well educated: rethinking school reform. (ED362975). paper presented at Annual Meeting of the American Educational Research Association. Atlanta, GA.

Morrow, L. M., & Rand, M. K. (1994). Physical and social contexts for motivating reading and writing: the WRAp program. Office of Educational Research and Improvement. (Instructional Resource No. 5). Washington, D.C.

Nolen, S.B., & Nicholls, J. G. (1994). A place to begin (again) in research on student motivation: teachers' beliefs. Teaching & Teacher Education, 10, 57-69.

Ornstein, A.C. (1994). Yearning to learn. The Executive Educator, 7, 27-30.

Rhodes, L.K. (Ed.) (1993). Literacy assessment: a handbook of instruments (pp.17-18,23-28,31,153-154). Portsmouth,NH: Heinemann.

Roehler, L. R., & Duffy, G.G. (1991). Teachers' instructional actions. In R. Barr, M.L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.). Handbook of reading research, vol. II (pp. 861-883). New York: Longman.

Ross, E.P. (1994). Using children's literature across the curriculum. (ED 374467), Bloomington, IN: Phi Delta Kappan Education Foundation.

Rozakis, L. (1991). Reproducibles, activities, and ideas to develop critical thinking for the middle and upper grades. New York: Scholastic Professional Books.

School Report Card, 1994.

Schwartz, E. (1994). The inquiry cycle. The Whole Idea, 4. (4), 1,12-13.

Skinner, E. A., Wellborn, J.G., & Connell, J.P. (1990). What it takes to do well in school and whether I've got it: a process model of perceived control and children's engagement and achievement in school. Journal of Educational Psychology, 82, 22-32.

Skinner, E. & Belmont, M.J. (1993) Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. Journal of Educational Psychology, 85, 571-581.

Travers, R.R. (1993). Baiting the book hook. Principal, 72, 40-43.

Turner, J., & Parris, S.G. (1995). How literacy tasks influence children's motivation for literacy. The Reading Teacher, 48, 662-673.

The United States Census Bureau (1991). The 1990 United States Census. (Library on-line services). Washington, D.C. : U. S. Government Printing Office.

Wolk, S. (1994). Project-based learning: pursuits with a purpose. Educational Leadership, 52, 42-45.

Zemelman, S., Daniels, H., & Hyde, A. (1993). Best practice: new standards for teaching and learning in America's schools. Portsmouth, NH: Heinemann.

Appendices

Appendix A

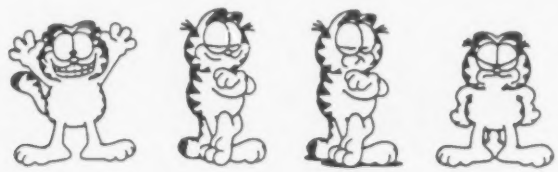
Student Reading Survey

Name _____ Grade _____ Date _____

Elementary Reading Attitude Survey

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

Literacy Assessment: A Handbook of Instruments, L. Rhodes,23.

BEST COPY AVAILABLE

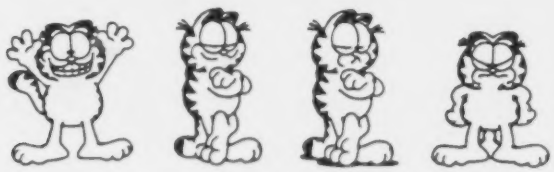
Appendix A continued

Student Reading Survey

5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?

Literacy Assessment: A Handbook of Instruments, L. Rhodes,24.

BEST COPY AVAILABLE

Appendix A continued

Student Reading Survey

9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?

Literacy Assessment: A Handbook of Instruments, L Rhodes,25.

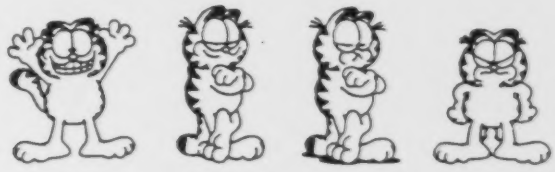
Appendix A continued

Student Reading Survey

13. How do you feel about reading in school?

14. How do you feel about reading your school books?

15. How do you feel about learning from a book?



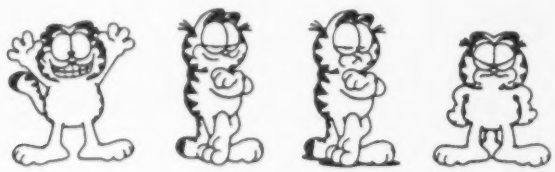
16. How do you feel when it's time for reading class?

Literacy Assessment: A Handbook of Instruments, L. Rhodes,26.

Appendix A continued

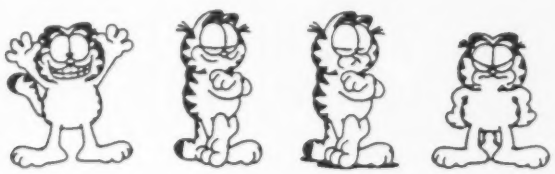
Student Reading Survey

17. How do you feel about the stories you read in reading class?

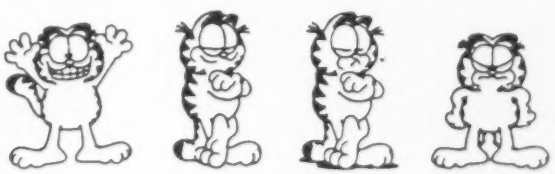


18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Literacy Assessment: A Handbook of Instruments, L. Rhodes,27.

Appendix A continued

Student Reading Survey

Name _____ Date _____

Teacher _____ Grade _____

Elementary Reading Attitude Survey
Scoring sheet

Scoring guide	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading	Academic reading
1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____
Raw score: _____	Raw score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks Recreational _____

Academic _____

Full scale _____

Literacy Assessment: A Handbook of Instruments, L. Rhodes,28.

Appendix B

Parent Interview

1. How do you think your child is doing as a reader/writer? Why? (If a young child: What signs have you seen that your child is ready to learn to read/write?)

2. What would you like your child to do as a reader/writer that he or she isn't doing now?

3. Do you ever notice your child reading/writing at home? Tell me about it.

4. What do you think your child's attitude is toward reading/writing? What do you think has helped to create this attitude?

5. What sorts of questions about your role in helping your child become a better reader/writer might you like to ask me?

Literacy Assessment: A Handbook of Instruments, L. Rhodes, 152.

Parent Interview

6. Since I like to help the children read and write about things they are interested in, it helps me to know each individual child's interests. What kinds of things does your child like to do in his or her free time?

_____

_____

_____

_____

7. Is there anything about the child's medical history that might affect his or her reading/writing? Is there anything else that might affect his or her reading/writing?

_____

_____

_____

_____

8. Is there anything else that you think would be helpful for me to know in teaching your child?

_____

_____

_____

_____

Appendix C

Denver Reading Attitude Survey

Make a circle around the answer that is most true for you.

How often do you do each of the following things?

	Almost every day	Once or twice a week	Once or twice a month	A few times a year	Never or hardly ever
1. Get so interested in something you're reading that you don't want to stop.	A	B	C	D	E
2. Read the newspaper.	A	B	C	D	E
3. Tell a friend about a good book.	A	B	C	D	E
4. Read on your own outside of school.	A	B	C	D	E
5. Read about something because you are curious about it.	A	B	C	D	E
6. Read more than one book by an author you like.	A	B	C	D	E

7. What kind of reader do you think you are?
   - A. A very good reader.
   - B. A good reader.
   - C. An average reader.
   - D. A poor reader.
   - E. A very poor reader.

Literacy Assessment: A Handbook of Instruments, L. Rhodes, 17.

BEST COPY AVAILABLE

Appendix C continued

Denver Reading Attitude Survey

The following statements are true for some people. They may or may not be true for you, or they may be true for you only part of the time. How often is each of the following sentences true for you?

	Almost always	More than half the time	About half the time	Less than half the time	Never or hardly ever
8. Reading helps me learn about myself.	A	B	C	D	E
9. I feel good about how fast I can read.	A	B	C	D	E
10. Reading helps me understand why people feel or act the way they do.	A	B	C	D	E
11. I believe that reading will help me get ahead when I am no longer in school.	A	B	C	D	E
12. I feel proud about what I can read.	A	B	C	D	E
13. Reading helps me see what it might be like to live in a different place or in a different way.	A	B	C	D	E
14. Being able to read well is important to me.	A	B	C	D	E
15. I can understand what I read in school.	A	B	C	D	E
16. Other people think I read well.	A	B	C	D	E
17. I learn worthwhile things from reading books.	A	B	C	D	E

Literacy Assessment: A Handbook of Instruments, L. Rhodes, 18.

BEST COPY AVAILABLE

Appendix D

Parent Survey

Make a circle around the answer that is most true for your child.

How often does your child do each of the following things?

	Almost every day	Once or twice a week	Once or twice a month	A few times a year	Never or hardly ever
1. Get so interested in something that he/she is reading that he/she doesn't want to stop.	A	B	C	D	E
2. Read the newspaper.	A	B	C	D	E
3. Tell others about a good book.	A	B	C	D	E
4. Read on his/her own outside of school.	A	B	C	D	E
5. Read about something because he/she is curious about it.	A	B	C	D	E
6. Read more than one book by an author he/she liked.	A	B	C	D	E

7. Do you think your child's attitude toward reading has changed?

_____

_____

_____

8. Has your child increased his/her interests this year?

_____

_____

_____

Literacy Assessment: A Handbook of Instruments, L. Rhodes, adapted from 17.

BEST COPY AVAILABLE

Appendix E

Cooperative Social Skill Graphic Organizer

What To Do With the Kid Who... developing cooperation, self-discipline, and responsibility in the classroom, K. Burke,39.

BEST COPY AVAILABLE

Appendix F

Volitional Strategy

Sit up straight

Lean forward

Act like you're listening

Nod your head

Track the speaker

Address by Lessen, E. "Adaptations for General Education Classrooms" August, 1995.

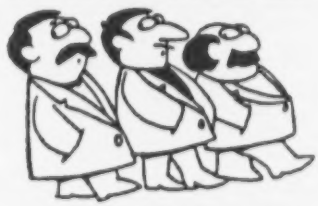
Appendix G

Thinking Activity

Name _____

SELECTIVE DETECTIVE

Sammy Sleuth is investigating an unsolved robbery. Smith, Jones, and Brown are all suspects under investigation. One of these suspects is a butcher, one is a burglar, and the other is a banker. Help Sammy Sleuth determine what each suspect does. Read the clues below. Then use the Riddle-Solving Chart to determine what each suspect does.



Sammy Sleuth's Clues

1. The burglar watched Jones cross the street.
2. The banker invited Brown to dinner.
3. Smith called the butcher on the telephone.
4. The butcher sold Jones a goose.

Read each of the above clues to fill in the Riddle-Solving Chart. Use the clue information to mark off the boxes in the chart that do not apply to each of the suspects. The first one has been done for you.

Riddle-Solving Chart

	burglar	banker	butcher
Jones	X		
Brown			
Smith			

Challenge: Use the chart on the following page to help you solve this next riddle. Be sure to read the clues carefully before marking off the boxes in the chart.

Jill, Dave, Ann, Pete, Eve, and Hugh are all friends. One of them is a poet, one is a tennis player, one is a trumpet player, one is a chess champion, one is a pilot, and one is a zoo keeper. Determine which friend does what by reading the clues below.

Clues

1. Dave and Pete hate music.
2. The poet sent a poem to Ann and Hugh.
3. Pete and Eve went flying with the pilot.
4. Jill, Dave, and Ann went to visit the zoo keeper at the zoo.
5. The chess champion challenged Ann, Pete, and Eve to tick-tack-toe.
6. Jill and Dave played table tennis with the tennis player and the pilot.
7. The trumpet player and the poet had dinner with Jill and Eve.
8. The zoo keeper sent a pet snake to Eve.
9. Hugh bought a new pair of skiis for the trumpet player.

Thinking Skills/Puzzles and Games, F. Brooks, 82.

BEST COPY AVAILABLE

Appendix G continued

Thinking Activity

LETTER ANSWERS

Use one or two letters of the alphabet to answer each of the clues.

©1991 Brain Teasers • Challenging 46 ©1993 Teacher Created Materials, Inc.

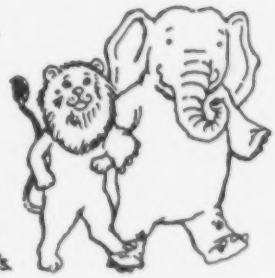
Brain Teasers, C. Eichel,46.

BEST COPY AVAILABLE

Thinking Activity

Name _____

Odd Couples



The following pairs may seem mismatched at first glance, but they actually have *a lot* in common. Think about these "odd couples." Then write down all the things they have in common with their "mates." When you're done, compare your responses with a classmate's.

1. kitten/baby _____
2. computer/typewriter _____
3. magazine/radio _____
4. worm/snail _____
5. water/wind _____
6. bubbles/balloons _____
7. spring/birth _____
8. 3/7 _____
9. lion/elephant _____
10. tomatoes/cherries _____

Thinking Activity

Problem Solving
Logic Problems

Name _____

IDENTIFYING THE GREEBLE

A. These are greebles.

B. These are not greebles.

C. Write the letter of the correct answer on the lines provided.

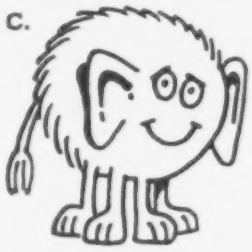
_____ 1.	A greeble has	a. big ears	b. little ears
_____ 2.	A greeble has	a. four legs	b. three legs
_____ 3.	A greeble has	a. a tail	b. no tail
_____ 4.	A greeble has	a. a smile	b. a frown

D. Which of the creatures below are greebles? Mark an **X** on each correct picture.

A.

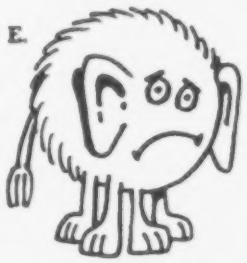
B.

C.

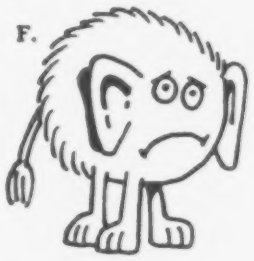


D.

E.



F.



A Treasury of Critical and Creative Thinking Activites, M. Karp, 57.

BEST COPY AVAILABLE

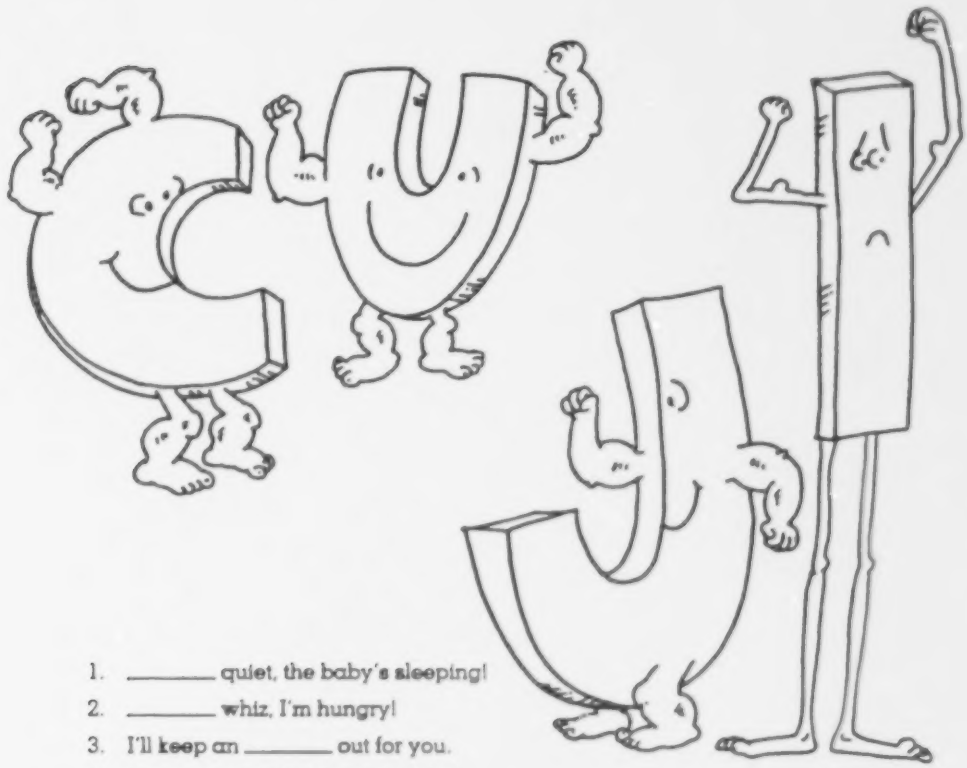
Thinking Activity

Puzzles and Games
Letters and Words

Name_____

ONE LETTER SAYS IT ALL

When you say some letters of the alphabet, they sound like words. For example, *C* sounds like the word "sea." Each sentence below is missing a word that sounds like a letter of the alphabet. Fill in each blank with the word that's right for that sentence. (Even though the words sound like letters, be sure to spell the words correctly.)



1. _____ quiet, the baby's sleeping!
2. _____ whiz, I'm hungry!
3. I'll keep an _____ out for you.
4. It was so dark that Dave couldn't _____.
5. There's nothing like a glass of iced _____ in the summer.
6. _____ don't you want to come to my party?
7. How smart are _____?
8. Sarah cleaned her plate, except for a piece of carrot and a green _____.
9. Brave knights _____ not afraid of dragons.
10. A robin and a blue _____ flew over my house.

A Treasury of Critical and Creative Thinking Activites, M. Karp, 19.

Appendix G continued

Thinking Activity

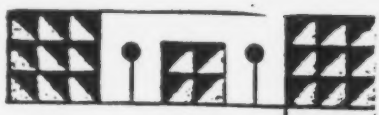
Monday	Tuesday	Wednesday	Thursday	Friday
		Would you rather be a hiker or a biker?		List ways to capture an ant.
	What questions can you ask about mud?			
Would you rather be a pencil or paper? Why?		What is over the rainbow?		
			How is a student like a lamp?	
	How is a toothpick like a pickle?		Key is the answer. What could the questions be?	

Questioning Makes the Difference, N. Johnson, 48.

BEST COPY AVAILABLE

Appendix H

Questioning Strategy



WHAT IF . . .

- **What if humans had x-ray eyes?**

_____

- **What if people could only travel in vertical lines? in ovals?**

_____

- **What would happen if all of a sudden you could not speak English?**

_____

- **What would happen if you were involved in a sit-down protest?**

_____

- **What if the Sumarians had not invented the arch?**

_____

- **What if it rained every Wednesday all over the world?**

_____

- **What would happen if your sneakers had wings?**

_____

- **What would happen if you could trade places with your parents?**

_____

- **What would happen if human beings had to sleep standing up?**

_____

- **What if time stood still on Tuesday mornings at 11 AM?**

_____

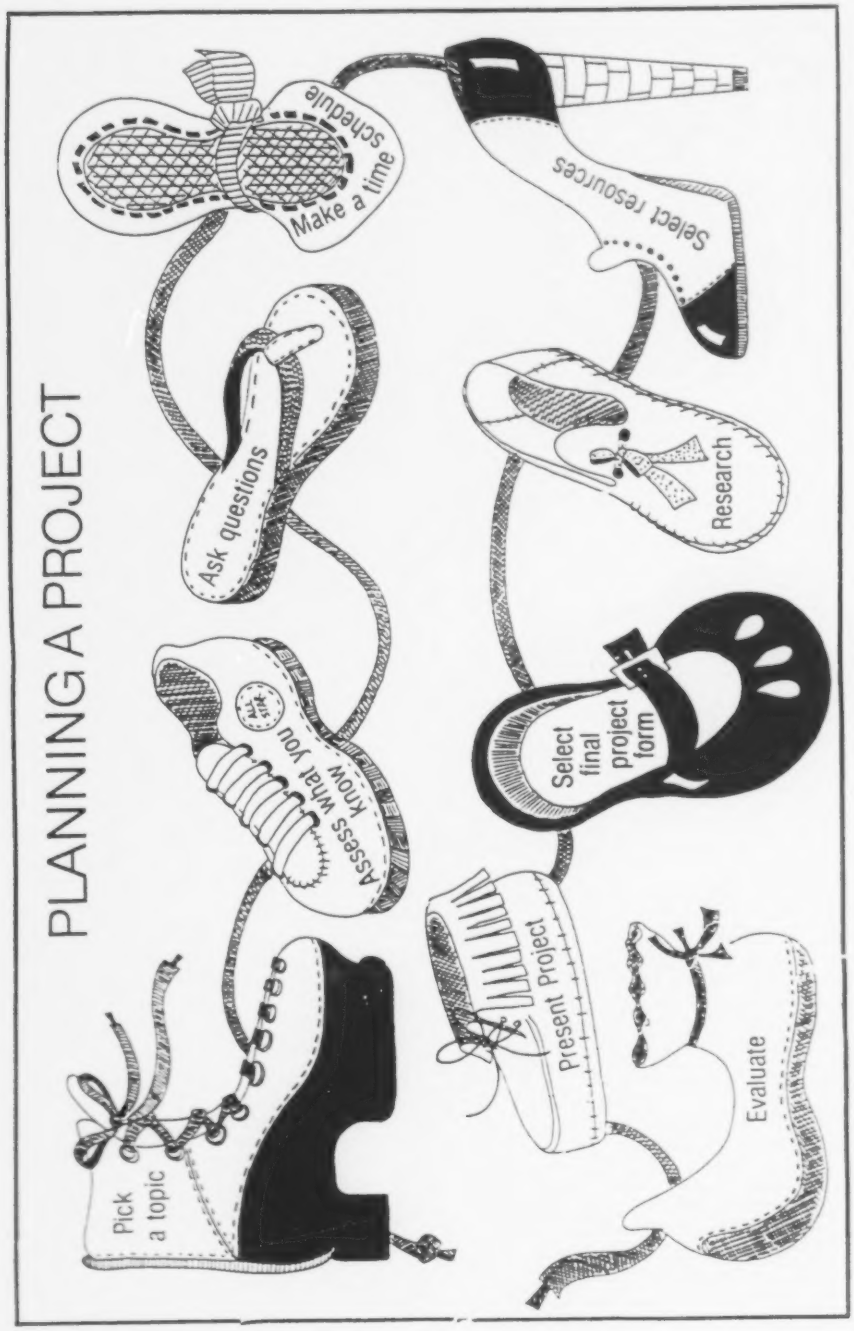
- **What if your left hand was covered with velcro?**

Questioning Makes the Difference, N. Johnson, 27.

BEST COPY AVAILABLE

Appendix I

Guide for Successful Research



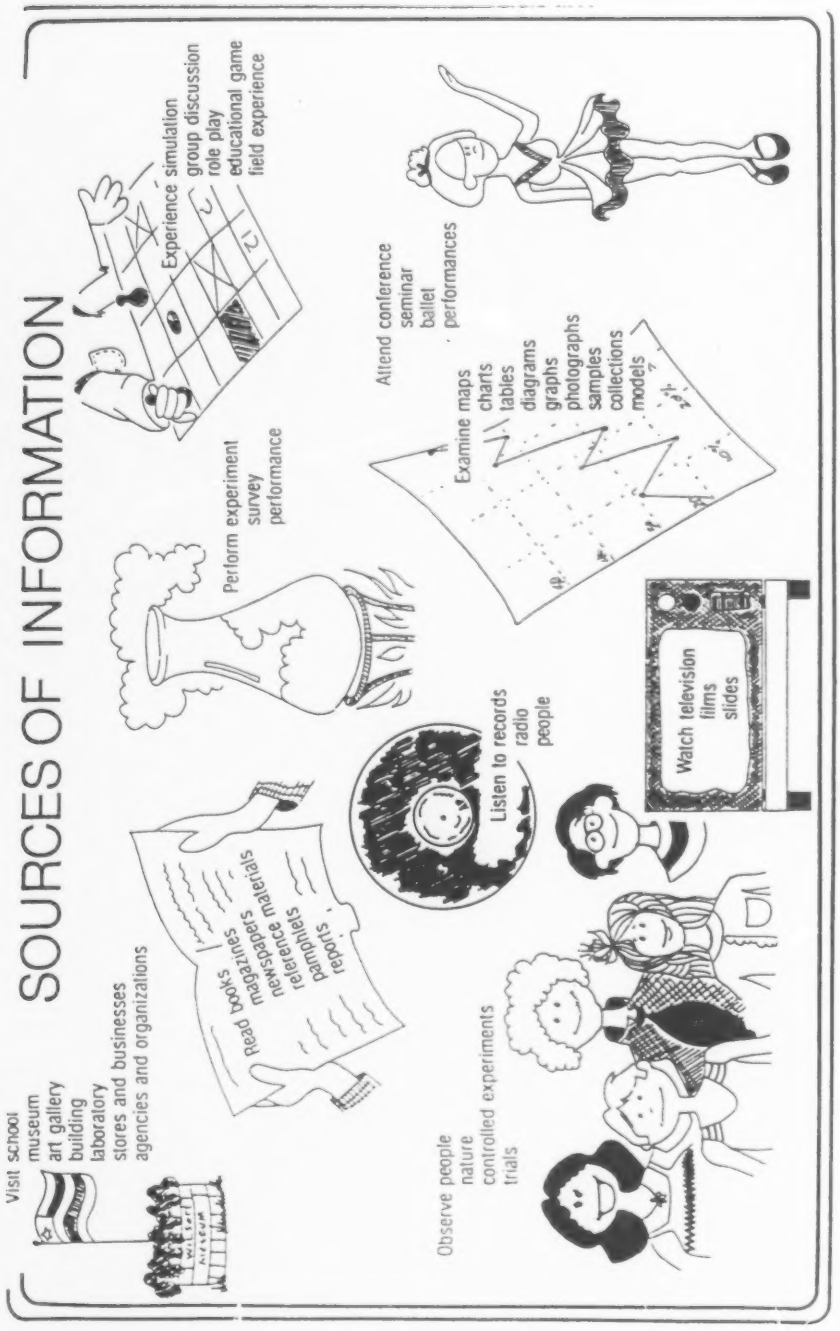
Asking Questions, Finding Answers, D. Draze,46.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

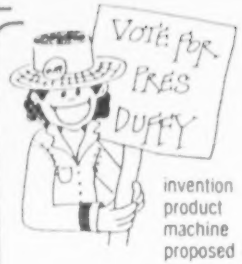
Appendix I continued

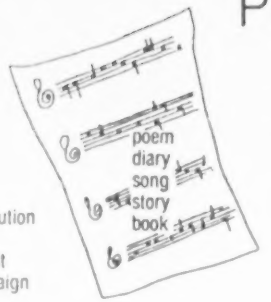
Guide for Successful Research



Asking Questions, Finding Answers, D. Draze,48.

PRODUCTS



invention
product
machine
proposed solution
game
advertisement
start a campaign

poem
diary
song
story
book

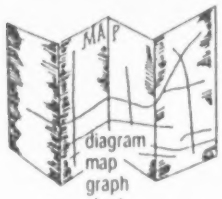
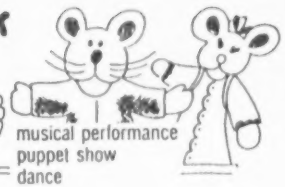
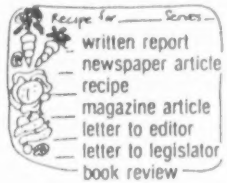


diagram
map
graph
chart
photograph

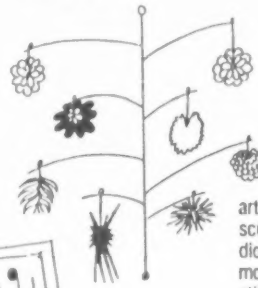


musical performance
puppet show
dance
play
video tape
t.v. or radio show
slide show
movie
pantomine
film strip

oral report
teach a lesson
court trial
panel
debate
tape recording

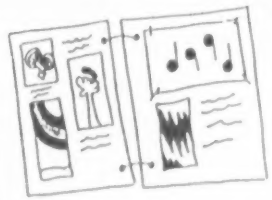


written report
newspaper article
recipe
magazine article
letter to editor
letter to legislator
book review



artistic creation
sculpture
diorama
mobile
stitchery
illustration
coloring book
display
poster
collage
cartoon

survey
questionnaire
questions
test



collection
scrapbook
model
puzzle
learning kit